

Chapter 3

NONFORMAL AND
INFORMAL EDUCATION PROGRAMMES



Germany

BAL VIKAS/SAI SPIRITUAL EDUCATION

From the most impressionable years the children should be taught to cultivate love for all. Love leads to unity. Unity promotes purity. Purity leads to Divinity.

— Sri Sathya Sai Baba

Introduction

The Bal Vikas (blossoming of the child) programme, known as Sai Spiritual Education (SSE) outside India, is now conducted in over 90 countries around the world. The impact of this programme has been recognised at individual, community, national, and international levels.

Traditionally the ten years of SSE programme (6-15 years of age) is divided into three distinct phases – Group 1 (6-9 years), Group 2 (9-12 years), and Group 3 (12-15 years). However, over time, to cater to the changing needs of society, the age bands have increased, and many countries now enrol children from 4 to 16 years of age.

For each age group, from young children to teenage youth, the teacher takes on a specific role linked to the psychological development of the child. For Group 1, it is that of a mother: discipline is established and good behaviour is positively rewarded. In Group 2 (which are the habit-forming years) – the teacher takes on the formal teacher's role and children develop a sense of order and respect for rules. Finally in

Group 3, the teacher is a friend helping children to develop firm principles and become actively aware of their conscience. This cognitive evolution process is also reflected in the SSE syllabus. In Group 1, learning is defined through “doing and making”; in Group 2, “doing and thinking”; and Group 3, “planning and achieving”.

Steady Global Growth

Sai Spiritual Education has now spread to all parts of the world. The growth of the Bal Vikas (SSE) programme in India where the programme originated in 1969 has been the most significant. In 1975 there were an estimated 25,000 children in India attending Bal Vikas classes. By 2006 the programme had grown to 218,000 children taught by 16,500 teachers. Table 1 demonstrates the status of participation as in July 2006. Outside India, the regional breakdown of different countries also demonstrates a high uptake of SSE. In Table 2, the steady growth of SSE students and teachers is illustrated by data from Malaysia.

Table 1: SSE Teachers and Students Worldwide, July, 2006

	India	Asia (outside India)	North America	Latin America	Europe UK & Ireland	Africa & Middle East	Total
Children	218,000	19,189	4,284	349	2,256	7,514	251,592
Teachers	16,500	2,116	902	60	541	1,068	21,187

Table 2: Total Number of SSE Teachers and Students in Malaysia

	YEAR									
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Students	2,996	3,658	3,800	4,248	4,796	4,543	5,286	5,027	5,109	5,040
Teachers	204	240	259	277	285	298	345	393	378	406

Sai Spiritual Education Absorbing Elements of Local Culture

SSE programmes complement and supplement the existing mainstream education and are conducted over a 33-week academic year. There is a broad similarity of the SSE programme across countries. This has come from a common understanding of Sri Sathya Sai Baba's universal teachings. Much of the teaching and training material, as it is currently used, is based on the framework of the five human values and incorporates resources prepared and published in India.

The available teaching and learning resources are of high quality. In some countries, it is somewhat skewed in favour of Indian culture. Many countries have nevertheless developed their own modules of training for teachers, handbooks for teachers, and a variety of lessons for children of different age groups to reflect local cultural contexts.

As SSE spread to different countries, lessons and activities began to absorb elements of local culture.

South Africa

Pupils have participated in drama depicting the essence of African Culture through props, costumes, songs, and dances. A play on local health issues was performed by SSE pupils, which was set in a Black Township. Pupils have been exposed to the kind of dances that other cultural groups enjoy, for example, the gumboot dance. In the celebration of festivals local African pupils sing and dance using

African drums for rhythm. SSE pupils honour the festivals of other religions and enact excerpts/ stories/ parables from the holy books of different religions.

Hong Kong

The local culture is reflected through stories, local songs and dramas, and visits to local temples.

New Zealand

SSE teachers are encouraged to use European and Maori/Pacifica material.

Mauritius

The SSE programme includes lessons about Mauritian society.

Australia

Teachers prepare lessons using elements of the local environment such as flora and fauna, stories, problems in the community, people, customs, and festivals. Plays and skits are chosen based on local issues, and SSE service activities expose students to local culture.

Kazakhstan

Native culture is reflected in the SSE programme by studying the traditions, fairytales, poetry, sayings and proverbs, lives of saints and sages, and visiting temples and cathedrals.

The Netherlands

Songs and prayers are conducted in the Dutch language.



India

A Bal Vikas class is like a charged battery energising not only the families of Bal Vikas children but also acting as a lamp radiating light to other families and slowly and steadily to the entire community... . We need to strive very hard for the involvement of parents in the process of EDUCARE who need to be motivated to set before the younger generation high ideals and moral standards.

- Smt. Sarala Shah at the All-India Bal Vikas Conference (November 2005) in Prasanthi Nilayam

The first National Conference of former Bal Vikas students was held in 2005. The Conference revealed how Bal Vikas had influenced the lives of these students, helping them to gain inner strength and to discriminate between good and bad in life. Sri Sathya Sai Baba exhorted them to follow Sathya (Truth) and Dharma (Right Conduct) in life and to develop firm faith in God to make their lives noble and ideal.

Commenting on the effect of Bal Vikas in their lives, two former Bal Vikas students said:

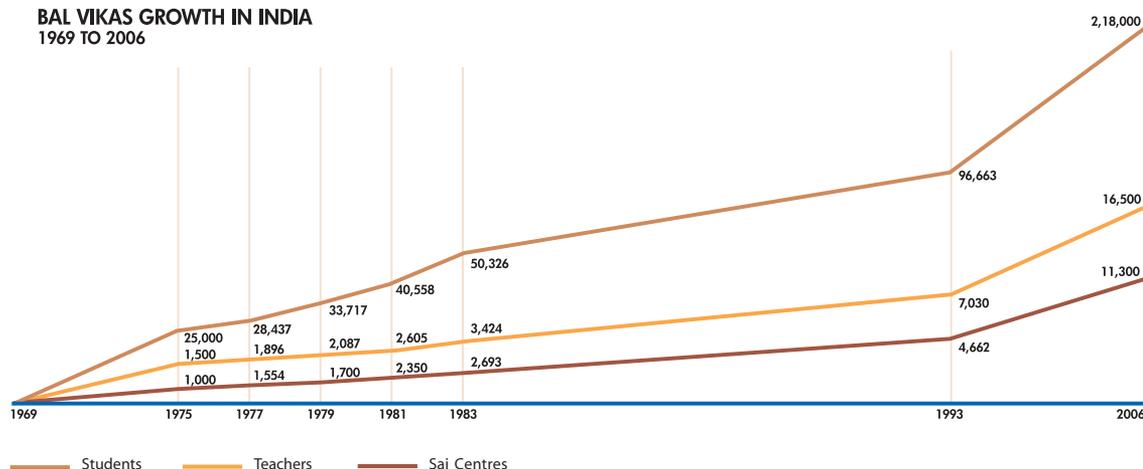
The teachings of Duty, Devotion, Discrimination, and Determination learnt by me in Bal Vikas classes have saved me at many critical periods of my life.

- Smt. Meenakshi Dey, former Bal Vikas student from West Bengal

Bal Vikas revealed to the students their inner strength and it was a strong foundation of their life.

- Smt. Krishna Priya Mohanty, former Bal Vikas student from Orissa

BAL VIKAS GROWTH IN INDIA
1969 TO 2006



SSE in Geographical Regions

The following summaries provide an overview of Sai Spiritual Education in the respective regions.

India

In India, several hundreds of thousands of children have taken advantage of the Bal Vikas Programme over the past 37 years. Today India has over 16,500 teachers (designated by Sri Sathya Sai Baba as 'Guru' or preceptor) conducting 11,300 Bal Vikas classes with 218,000 students joining from every district of India. At an All-India Conference of Bal Vikas Gurus held in Prasanthi Nilayam, Andhra Pradesh, in October 2005, over 3,800 Bal Vikas Gurus (teachers) participated to review the progress of the Bal Vikas movement in India and to chart the future course. The Conference noted that the Bal Vikas movement in India had significantly contributed to a transformation in children through character development and by inculcating a keen willingness to serve the society. Bal Vikas has become a way of life for the children helping them to bring unity in thought, word, and deed, and thus shaping their character. Recommendations made at the All-India Conference included establishing a permanent training institute for Gurus in Prasanthi Nilayam, and to introduce the Vedas in the nine-year Bal Vikas course.



Taiwan

Asia (outside India), Australia and Pacific Island Countries

The growth of SSE has been steady across Asia and all the countries involved have highlighted children's contribution in rendering service activities to help and support their communities. Reports from all countries with SSE programmes indicated improvement in children's character and higher academic achievements.

Nepal

SSE classes have been running since the early 1980s.

Malaysia

SSE programmes are being successfully implemented for the past 20 years. Around 5,000 children are benefiting from these programmes throughout the country. Regular intensive teacher training programmes are in place to support the growing need.

Sri Lanka

3,500 children with the support of 350 teachers are benefiting from the SSE programmes.

Indonesia

SSE-based classes are conducted in all 48 Sai Centres.



Fiji



Australia

Fiji

SSE classes have been running since the 1980s.

Australia

Currently 50 Sai Centres conduct SSE classes to support 830 children. Children are encouraged to participate in service activities, which include National Clean up Australia Day, Salvation Army, etc.

Hong Kong

SSE classes have been conducted over the past 15 years and today there are 258 children attending.

Taiwan

SSE classes are conducted.

New Zealand

SSE classes have been running since 1987.

Singapore

SSE classes are conducted from the early 1970s.

The Philippines

Started SSE classes in 1997.

Japan and Korea

14 teachers are providing SSE programme to 73 children.



Kenya

Africa

Country-wise within the African continent:

South Africa

SSE was introduced in South Africa in 1975 and to date over 6,000 children have undergone the nine-year programme and more than 900 teachers have been trained.

Botswana

SSE classes were introduced in 1988 and currently 110 children have benefited from the programme.

Kenya

SSE classes were introduced twenty years ago.

Mauritius

SSE started in 1978.

Morocco

SSE started in 1993.

Other countries where SSE programmes are conducted include: Gabon, Malawi, Nigeria, Tanzania, Zambia, and Zimbabwe.

Europe

In most European countries, SSE has been a catalyst for developing Community-based Education in Human Values Programmes for children of non-Sai devotee families and other such initiatives with educational bodies across Europe. The SSE programme started in the UK in 1970; in Continental Europe it has been in place since the 1980s.

United Kingdom

In the United Kingdom at present there are 1,500 children attending SSE, however over the last 36 years more than 9,000 children have benefited from the programme. Over the same period more than 800 teachers have contributed their services. To meet the needs of the community, SSE has been extended to a 12-year programme including two pre-school years and one post year. Also, a regional SSE week-end school model, where centres/groups/parent-teacher associations come together, has been introduced and has proved very successful.

Recognizing the need to close the 'gap' year between the completion of SSE and the entry to youth wing, the SSE wing and the Youth wing of the UK Sri Sathya Sai Organisation have worked together to develop a pilot programme titled LOTUSS (Life's Opportunity to Understanding Self and Spirituality). The areas of learning are based on Sri Sathya Sai Baba's summer courses for college students.

These courses cover:

- looking within - finding myself
- self confidence and love
- the senses
- communication and relationships
- good company and social interaction
- the ego
- developing myself
- faith and karma
- life with Swami.

Sai Parenting courses are encouraged at all levels - centre, regional and national. SSE helps to keep children in good company among peers. In 2001, the first SSE School was launched as a pilot by six centres/groups. The project was very successful in terms of providing greater opportunity for the children and higher standards of teaching and learning. The model is currently being replicated in other parts of the UK. National SSE



Slovenia



Ecuador

United States of America

examinations, projects, and poster and poetry competitions are held every year, and with increasing participation. The National Training Board has hosted numerous training sessions over the years ranging from basic to advance as well as courses on selected spiritual texts. To mark the 80th birthday of Sri Sathya Sai Baba in 2005, the National SSE Wing published an international book of children's work titled: *Loving God...A Child's Way*. The SSE team works very closely with the youth wing in order to sustain the long-term growth.

Continental Europe

Austria

Significant number of teachers trained to deliver SSE.

Belarus

The SSE programme began in 1996.

Belgium

Significant number of teachers trained to deliver SSE.

Croatia

Not only have a number of teachers been trained, but there has been extensive success with young children of the kindergarten age.

France

SSE classes began in 1992 and continue in Paris.

Germany

Since 1989 children have participated in SSE classes. Parenting workshops are available focusing on the role of parents in light of human values.

Greece

Significant number of teachers trained to deliver SSE.

Italy

Highest number of children (386) and teachers (68) contributing to an increased interest in human values education by mainstream practitioners.

Kazakhstan

The SSE programme began in 2004 in four cities, Astana, Shuchinsk, Stepnogorsk, and Almati.

Lithuania

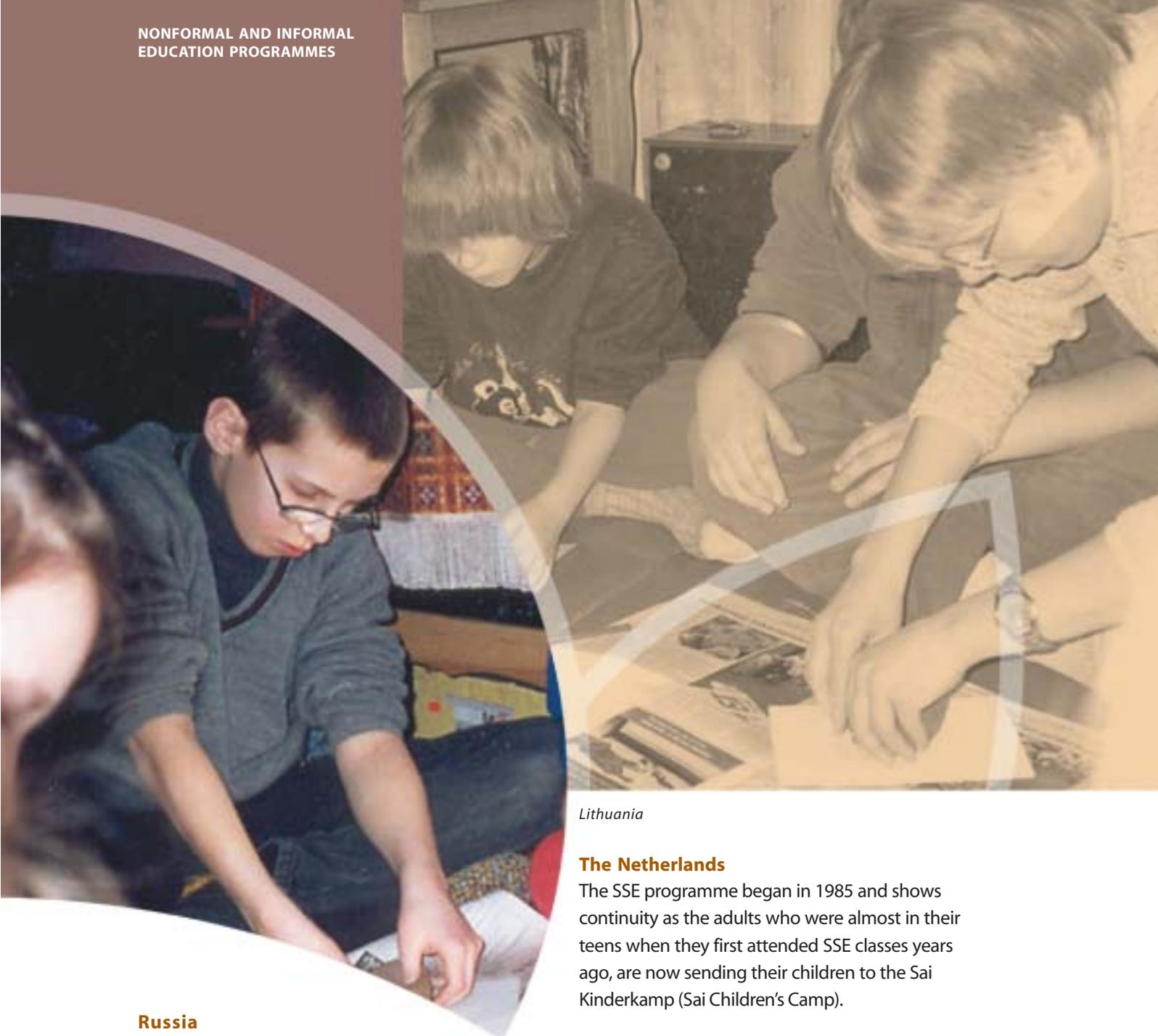
The SSE programme began in 1998. Classes are conducted in the cities of Vilnius and Kaunas, and teachers have been trained.



Greece



Russia



Lithuania

Russia

Since 1995 children are benefiting from the SSE programme in over ten cities including Moscow.

Spain

The SSE programme began in Spain in 1975 and is currently implemented in Sathya Sai Centres of Madrid, Barcelona, Valencia, Granada, Las Palmas, Tenerife, and Lanzarote.

The Netherlands

The SSE programme began in 1985 and shows continuity as the adults who were almost in their teens when they first attended SSE classes years ago, are now sending their children to the Sai Kinderkamp (Sai Children's Camp).

The Ukraine

The SSE programme began in the Ukraine in 1997 and is conducted in the cities of Sumi, Vinnitsa, Herson, and Kharkov. Sai families attend family camps where SSE lessons are given.

Denmark and Sweden

Significant number of teachers trained to deliver SSE.

I have attended SSE since before I can remember, and it has had a HUGE effect on my life. I have always been a child who asks "Why?" almost to the point of annoyance. This is most evident in my spiritual life. Questioning, would constantly lead me into turmoil, would constantly make me doubt myself, others, and the universe. My teachers and my SSE group have benefited my life as a whole by bringing my life out of turmoil, and satiating my thirst for knowledge. They have made me a deeper, spiritual person. Their tremendous effort to teach children about spirituality is a monumental act of love.

- A 14-year-old SSE student in USA

We the children organise visits to orphanages with the help of our teacher. We prepare plays, songs and games - we had made a huge puzzle! During these classes, we learn to work together to prepare projects. The visits to the orphanages enable us to help the others thereby experiencing values that are essential to life.

- A Group III SSE student in Morocco

North America

United States

The SSE programme was set up in the late 1970s and has continued to develop over the years. As part of supporting the children, regular training for teachers and parents is conducted. In 2005, there were 2,393 SSE students and 741 trained teachers in the USA.

Canada

SSE classes are conducted at a number of centres across the country and 2,000 children attend the programme. Canada has put a teen youth programme into place as of 2004.



Mexico

Latin America

From its early beginnings in the 1980s in Brazil, El Salvador and Mexico, SSE programmes have spread to more than a dozen countries in the region.

Brazil

SSE classes began in Sao Paulo around 1988.

Colombia

Children attend SSE classes in the cities of Bucaramanga, Medellin, Santa Helena, Barranquilla and Bogotá.

Dominican Republic

SSE classes began in 1995.

El Salvador

SSE classes began in 1982.

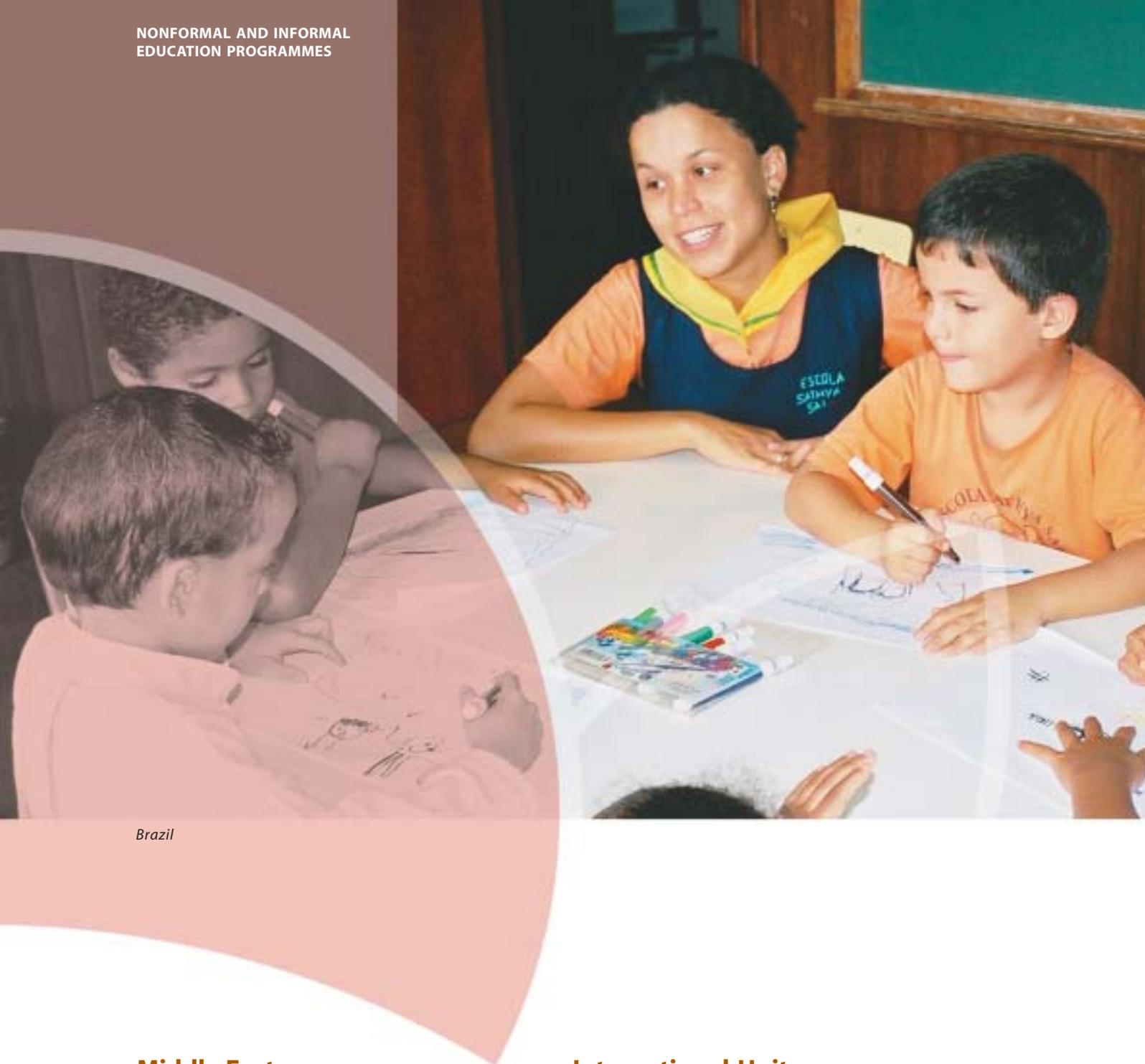
Mexico

SSE classes since 1985.

Venezuela

Children attend SSE classes in the central, eastern, and western regions of Venezuela.

Other countries where SSE programmes are conducted regularly include: Chile, Costa Rico, Guatemala, Guyana, Panama, Uruguay, and the West Indies.



Brazil

Middle East

Sathya Sai Baba Centres in the Gulf region have about 1,300 children currently enrolled in the SSE programme. The SSE curriculum has been revised to reflect the cultural and religious context of each country. The SSE programme began in 1982 in the region and has been implemented in the following countries: Abu Dhabi, Bahrain, Dubai, Kuwait, Oman, Qatar, Ruwais, Sharjah, and Saudi Arabia. Teacher training has been extensive. Children, teachers, and parents contribute articles on human values in a quarterly magazine. SSE children undertake service projects such as beach cleaning, visits to homes for elderly and the handicapped, and serving needy women.

International Unity among SSE Programmes

Teachers worldwide have participated and kept abreast of developments and reforms by attending many conferences held at Prasanthi Nilayam over the years.

These include:

- the Overseas Teachers Conference in 1981
- 15th Anniversary Celebration (and Conference) of Bal Vikas in 1983
- SSEHV Conference in 1993
- Sathya Sai Parenting Conference in 1999
- Strengthening in Human Values Conference 2000
- Educare Conference in 2001



Australia



Prasanthi Nilayam

SATHYA SAI EDUCATION IN HUMAN VALUES (SSEHV)

You teach love to students only through love.

— Sri Sathya Sai Baba

Introduction

The experiences with SSEHV programmes show that people of all faiths and cultures are attracted by them. Indeed, SSEHV has also interested those who do not actively practice any religion but wish to improve the welfare of their fellow men and society as a whole. The programme continues to evolve and is taught in community schools and as an extracurricular activity in over 50 countries around the world. This contributes greatly to the character development of children, to the benefit of themselves and their immediate communities and countries.

Many conferences, workshops, and seminars on SSEHV have been held around the world for the general public and for specialist groups such as the medical profession. This section, however, focuses primarily on the nature and extent of SSEHV activities presented on a regular basis (for example, weekly) to children in the community.

There is a significant difference between SSEHV and moral education in conventional state-administered education system. In the latter, moral education tends to remain theoretical, whereas the main emphasis of SSEHV is on experiential learning. What distinguishes SSEHV from other values programmes is the focus on silent sitting. This promotes in children and young people the tendency to pause and reflect on the

best course of action before reacting to the challenges and situations that life presents.

The teaching of SSEHV classes in community schools may be done by professional teachers or by volunteers. They may be conducted as extra-curricular activities on school premises or in community halls. SSEHV programmes for community children have been diverse in their origin and form of operation.

Specific training resources have been developed largely independently in each geographical area. These have also been translated to other languages for use in different countries. The key consideration is that the programme is adapted to meet the needs of the local culture so that it is truly meaningful to local children.

Levels of activity differ markedly between countries, with SSEHV taught in hundreds of schools and to tens of thousands of children and young people in some countries, and regular classes yet to be established in others. Increasingly, the training of SSEHV teachers is being provided by the various Institutes of Sathya Sai Education (ISSEs). Notable examples are the ISSE-Africa (TAISSE), ISSE-Europe (ESSE), ISSE-Thailand and ISSE-UK (BISSE). A detailed description of ISSE activities is given in Chapter 4.

SSEHV in Geographical Regions

India

Hundreds of schools run by municipal authorities and by private management are implementing SSEHV in all the states of India. Among them are schools belonging to the Delhi Municipal Corporation, Western Railway, and primary schools in Uttar Pradesh, Madhya Pradesh, Maharashtra, and other states. Several texts have been published to assist the teachers to adopt the programme in their schools.

A detailed account of SSEHV activities in India including training for teachers and professionals in different fields is given in Chapter 4 under the Institute of Sathya Sai Education in Mumbai and the Sri Sathya Sai International Centre for Human Values in Delhi.

Asia (outside India), Australia and the Pacific Island Countries

In December 2003, a Regional Consultation on the application of SSEHV in the context of environmental education in Asia and the Pacific was jointly organised by the United Nations (UN-HABITAT) in cooperation with the South East Asian Ministers of Education Organization (SEAMEO) and Institute of Sathya Sai Education, Thailand, and was hosted by the

Department of Education of the Philippines in Manila. The Consultation has been followed up by a regional programme to introduce SSEHV in water education through the ministries of education in a number of countries in the region, notably, in China, India, Lao People's Democratic Republic and Nepal. A full account of this programme is given in Chapter 7.

Australia

A community SSEHV project which has been widely recognised is the 'U-Turn' project for "at risk" pupils in Gympie, Queensland. An annual essay competition organised by the Education Wing of the Sri Sathya Sai Organisation for the Government primary schools in Sydney and Perth on human values is widely subscribed.

The Federal Ministry of Education has acknowledged SSEHV programme as one of the 12 value education vehicles in the State School system and is on the Government Education Department website. Workshops have been held on SSEHV programmes in a dozen Government primary and secondary schools.

Bali, Palu, and Mojokerto

Three 'Forum Educare' programmes have been established. Their objective is to inspire and



India



China



China

share human values in society. They comprise professionals, such as teachers, students, lawyers, businessmen. 'Forum Educare, Bali', was established in 2002. It liaises and works with the Education Authority, National Youth Committee Forum, universities and schools, giving seminars and workshops on human values. The youth, in conjunction with the Social Department, help and inspire street kids. They also help drug users in rehabilitation processes. Forum Bali broadcasts two radio programmes on two local radio stations, 'Hello Educare' and 'Parenting'. They have also provided an interactive programme for a local TV station, 'Bali TV'. The other two Forums, established over the past year, aim to do similar work.

China

SSEHV training is just beginning to be provided by ISSE (Thailand).

Hong Kong

SSEHV classes have been running since 2004 for groups of poor, immigrant children from mainland China. Final-year students from the Hong Kong Institute of Education, trained in SSEHV and supported by ISSE, ran a six-week programme for these children.

Indonesia

Six SSEHV community classes are running in Java, Jakarta, Bandung, and Semarang. Other classes have been established in Bali. In Jakarta the 'SMILE project' (Serving Mankind Inspire Love Everywhere) was set up in August 2002. A group of students, professional teachers, businessmen and housewives, work on a voluntary basis to serve and inspire the youth and children of an adopted rural community to integrate values into their lives. They teach English and Computer classes to sixty children aged 6 to 15, all of whom are underprivileged. Sessions are

carefully planned to ensure they are interesting and interactive and include stories and songs. There is almost 100 per cent attendance. The teachers give personal attention to help boost each child's morale. Another English class, opened in 2003, caters for seventy-two children. The teachers have taken SSEHV training and incorporate human values in their teaching. The children have improved in their skills and in their manners, and they experience a loving atmosphere through the love given by the teachers.

Japan

Experiences with SSEHV include a model school arrangement of the ISSE-Japan with Shuri Higashi Public High School in Tokyo. Various programmes were conducted by ISSE-Japan with the school, such as comprehensive learning, drama festival, human rights forum, AIDS campaign, and in-school physical exercise support. This school adopted meditation in all classes, and students were reported to have become more calm and peaceful. The public and parents highly complimented the quiet and concentrating attitude of students. In 2003, after watching an AIDS campaign drama, a male student of the school who wanted to commit suicide, was transformed and began to live a new life with honour.

Kazakhstan

SSEHV activities by the Sri Sathya Sai Organisation are just beginning.

Nepal

Twenty public and private schools have been adopted by the Sri Sathya Sai Organisation to introduce SSEHV into the formal schooling system. It is intended to increase this work to include other schools.

Thailand

The ISSE conducts SSEHV activity complementing its training programme for new teachers at the Sathya Sai School by extending the training opportunity to public school teachers who then return to teach in their public schools with more awareness of human values. The SSEHV training events for public school teachers are similar, conducted in a variety of formats, including, one-day and multi-day workshops on the grounds of the Sathya Sai School and ISSE. The ISSE also provides training to public school teachers in other locations, for example, in universities. Thousands of Thai public school teachers have increased their awareness of human values through these workshops. The description below applies to teacher candidates for the Sathya Sai School in Thailand, who were

Teacher candidates for the Sathya Sai School attend a three-day workshop in the school to experience the life in this school. They go through a series of orientation sessions where they are exposed to human values, SSEHV, the Philosophy, Mission and Vision of the School. At the end of the three days, the candidates decide whether they have the aptitude to this kind of vocation. There are 48 teachers with at least 40 teachers possessing a Bachelor's degree in their area of specialisation. About 10 teachers are working on their masters programmes with financial support from the school.

- A Report from the Sathya Sai School and ISSE in Thailand



Thailand

originally attracted to apply at the school because of the SSEHV awareness training conducted by the ISSE-Thailand for public school teachers.

The Philippines

SSEHV conducted in local schools and universities has been endorsed by the Department of Education, Culture and Sports (DECS). In 1997, fifty under-privileged children attended SSEHV classes. They played value-based games. SSEHV and drawing competitions were also organised for street children. Formal visits to local schools and universities were made where the teachers had been trained in SSEHV. National contests, on the theme of 'Peace, Youth, and Human Values', were held in June, 1998, for all the 1,600 public and private schools. The contests were held in three parts - through posters, essay writing, and speeches. SSEHV teacher training began in 1998 under the guidance of ISSE (Thailand). At present, SSEHV classes are held on Sundays in the residence of Dean of Notre Dame University for fifty children.

Africa

An extensive 14-country governmental initiative through the United Nations (UN-HABITAT) utilises SSEHV to promote values-based water, sanitation, and hygiene education. Details of this project are found in Chapter 7.

Ghana

SSEHV began in 1986 with the first World Conference on SSEHV in Africa. Two teachers soon went to Prasanthi Nilayam in India for further training before conducting a series of workshops. The first of these workshops was at the University of Ghana attended by many teachers. A faculty was formed and a few schools chosen to test out the programme. Lectures and competitions with prizes were organised and a school was planned.

Kenya

SSEHV takes place in the two Sathya Sai Schools at Kisaju and Uthiru and also in a

private school (Sai Amboseli) in Nairobi. A campus of the ISSE-Africa (headquartered in Zambia) has been registered in Nairobi.

Mauritius

The Ministry of Education is supportive of the SSEHV activities carried out by the SSEHV training centre, called, "Indian Ocean Centre of Education in Human Values" (IOC), which covers the six Indian Ocean Islands. The IOC is working with two schools, developing a Foundation course, running holiday schools, a weekend school, and a parenting course. During 2006, the IOC ran workshops for parents and children and trained public school teachers. Positive feedbacks have been received from the Permanent Secretary of the Ministry of Education who observed that he had no words to express his appreciation for the SSEHV programme. The Mayor of the Municipal Council of Quatre Bornes also commented that he highly appreciated the SSEHV project and the sincerity, efforts, and selfless service of IOC towards promoting human values in the community. The Mayor committed his future support to the project and made an appeal to other municipal councils to adopt the project.

Morocco

SSEHV commenced in early 2006. More details of this initiative are given in Chapter 7.

South Africa

The primary efforts by the Sri Sathya Sai Organisation to implement SSEHV are in the four Sathya Sai Schools. An SSEHV class is offered for parents by the ISSE (South Africa).

Zambia

There is no SSEHV programme for community children as most efforts are channelled into

Middle East

Dubai

In 2005, ISSE (Thailand) conducted a seminar at Sheikh Zayad University, for over 100 principals and teachers from schools in Dubai and over 250 students. His Highness Sheikh Mubarak Al Nahyan, the Minister of Education, inaugurated the Seminar.

Israel

In the 1990s SSEHV began in a kindergarten in Haifa, and for children of UN personnel. The main resource materials have been developed in Israel, and several books from overseas are also used, including those from ISSE-UK (BISSE). The resources are continuously modified to focus on the special needs of pupils living in a situation of war and fear.

Oman

Some seminars and workshops for school teachers, school administrators, parents and ministry officials have been held. A holiday school (between regular school terms) has also taken place. One-and-a-half hour SSEHV classes have taken place through private initiatives by individuals. These classes have benefited two hundred children, but SSEHV is yet to be established on a national basis. The Ministry of Education has been made aware of SSEHV through annual competitions.

Saudi Arabia

In 2000, the ISSE (Thailand) was invited to give SSEHV training to teachers. After the essence of Sathya Sai Education was presented, the local teachers were visibly moved and felt that their country needed SSEHV.



Slovenia

the three well-established Sathya Sai Schools.

United Arab Emirates

In 2001, ISSE (Thailand) was invited to speak at a school for the children of Indian families. The Minister of Education of UAE who attended the Seminar announced that he wanted all the teachers in the UAE to be trained in SSEHV. Accordingly, three months later, the United Arab Emirates Education Department formally invited the Sri Sathya Sai Organisation officials to go there to train teachers. Fifteen hundred teachers participated, 70 per cent of whom were Muslim. More recently, ISSE (Thailand) gave further training to the teachers in the UAE.

Europe

United Kingdom

Since the inception of the SSEHV programme in 1980 thousands of children throughout the UK have received SSEHV lessons in state and private schools. Almost 200 schools across the

UK are known to have acquired SSEHV manuals provided by the British Institute of Sathya Sai Education (BISSE). Many individual teachers have completed the six-day Foundation Training course and are using the programme in their own schools. In some cases, they have passed the programme on to other schools as well. In addition, by 2005, there were 14 one-week annual Holiday Schools and approximately 10 weekly "Good Values" Clubs. They draw favourable attention from the government schools inspection body, The Office of Standards in Education (OFSTED). The number of after-school activities is increasing every year.

Republic of Ireland

One hundred and fifteen children have already received an hour-and-a-half SSEHV class a week in five schools. An SSEHV Children's Club for 14-15-year-old children from socially deprived backgrounds has been implemented. Training in SSEHV has been given to 75-85 adults. Several participants on the SSEHV



Austria

training course have stated that this training had a positive effect on them and transformed their lives.

Bosnia and Herzegovina

The current activity is a programme called 'Responsible Parenting' for parents from the community at large based on the principles of SSEHV. From 1998 to 2000 an SSEHV class occurred weekly for preschool children aged 6-7 years. Lectures and seminars for adults were provided.

Croatia

Many teachers recognise the quality of the SSEHV programme and are using it in their work. For example, a sports teacher in an elementary school has incorporated SSEHV into the sports activities, and a secondary school teacher has obtained a licence from the Ministry of Education to use SSEHV in his work. In the past, the public was made aware of SSEHV through ad hoc presentations, and through a local radio station 'Radio Rovinj' which ran a weekly programme called 'The school of the heart'.

Denmark

Professional teachers incorporate SSEHV in their own classes as a result of the Denmark-based European Sathya Sai Educare (ESSE) Institute providing SSEHV training throughout Europe.

Germany

Several professional teachers have for many years used human values in their respective classes and with good results.

Greece

SSEHV lessons were started in January 1989, one weekend every month, for children. Since 1991 the lessons have continued every Saturday.

Italy

In a primary and middle school, lessons on SSEHV are given for two hours every week by four teachers in 16 classes. There are a total of 320 pupils.

Lithuania

SSEHV began in 1991 with study circles in the cities of Vilnius and Kaunas followed a year later by a seminar on SSEHV attended by 200 people, including teachers who subsequently introduced SSEHV lessons into their schools. By 2006, two more ESSE seminars were conducted in Lithuania.

Macedonia

The SSEHV programme has been individually implemented by teachers working in kindergartens, a primary school and a university.

Russia

In 2002, materials on SSEHV were developed in Moscow, which became the basis of a booklet on spiritual and moral education approved by The Ministry of Education and Science of the Russian Federation. Work takes place with classes in three age groups and a cultural programme of performances, competitions, exhibitions, festivals, and similar activities for children and parents. An annual summer camp is run in three regions of Russia and the Ukraine.

Serbia

Five books, one for each of the five primary values, were written and presented to the President of the Republic of Croatia who recommended them to the Ministry of Education. The books have now been presented in nearly 20 cities in Serbia, Croatia, and Montenegro and are in place in some schools. Presentations were made to students and teachers. In February 2006, an SSEHV programme was started for a group of community children aged 12-13 years.

Slovenia

Some primary and secondary school teachers integrate human values in their work with children. SSEHV workshops for parents, children, and teachers have been provided in venues



Greece



Australia

Fiji



Slovenia

including the First Conference of Natural Science Teachers (Teaching for the New Century) in Portoroz, the first Slovene Congress of Experimental Teaching in Zrece, the Slovenian Festival of Education in Celje, and the Glotta Nova (institute of education) in Ljubljana.

Spain

SSEHV workshops have been held over the past twenty years. In 2005 an after-school class was started at 'Las Torres' State School in Las Palmas, Gran Canaria, for children aged 6-8 years. The SSEHV course material was accepted by the Ministry of Education.

Switzerland

Several SSEHV-based pilot programmes were carried out during 2002-2006 in public schools in Canton Techno. This initial exercise created trust and interest among the teachers, parents, students and facilitators involved. A one-year pilot was carried out in a public elementary school on 'Anger Management' helping intellectually-challenged children to learn to cope with their emotions and discover their positive potential. Annual two-week summer camps were held in Ticino in 1990-94 and again in 2004. An SSEHV programme for community children aged 5 to 12 years was conducted in Freiburg.



United Kingdom

Sweden

Since 2005 children participate in a weekly SSEHV class in a private school in Stockholm.

The Netherlands

Since 2004, seven festivals have been held for children, on one of the related values. One of these involved a larger group when it was part of a 'twinning' project with the city of Villa El Salvador, Peru.

North America

United States of America

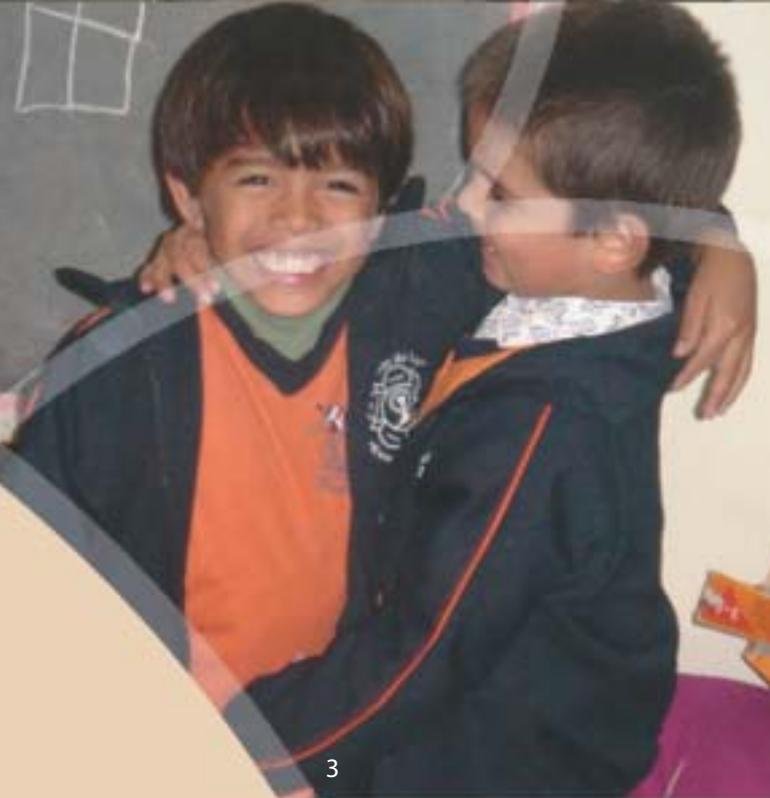
The SSEHV Foundation USA was formed in 1983 and developed the first SSEHV curriculum. The Foundation continues to serve in the capacity of an Institute with an Advisory Board of 15 professionals in the field of education. It is estimated that more than 8,000 children and 2,000 teachers have been through the SSEHV programme. SSEHV has been taught by trained teachers in Arizona, California, Connecticut, Hawaii, Illinois, Indiana, Kentucky, Missouri, New Jersey, New York, Tennessee, Texas, and Washington.

Canada

In 2005 in Toronto, an SSEHV Seminar was attended by 350 teachers and educationalists.



2



3

1. Thailand
2. China
3. Paraguay



United States of America

This was followed by a four-day workshop with 100 participants and led to a holiday school being run and teachers teaching SSEHV in their own schools. There are also lunch clubs and values games in a few schools. In Winnipeg and Calgary academic tuition is given once or twice a week to students, enabling part of the time to be used to teach SSEHV and life skills.

Latin America

Across Latin America there are 181 schools using the SSEHV programme. These are kindergarten, primary, secondary, and pre-university, public or private, implementing SSEHV partially or totally in any of its three methodologies. Complementary schools operate every day of the week in some cities and they have programmes such as art, music, drama, manual arts, organic gardening, dance, computer skills, and cooking in addition to the human values classes of direct method. In some areas occasional and informal SSEHV classes are given by devotees and youth groups to children in the poorer communities, often in conjunction with medical camps provided by the Sri Sathya Sai Organisation.



Canada

Argentina

The Institute of Sathya Sai Education offers training workshops in SSEHV to teachers of public and private schools and helps them design specific action plans. The first training was given six years ago and now 14 schools are using the SSEHV programme. They also arranged a 'Day of Education for Health', recognised by the Secretary of State Education of the Province of Buenos Aires, for high-risk schools where many of the children are exposed to drugs and other vices on the streets. The 'Day' was attended by 60 adults and 60 children aged 13 to 20 years. Two events were held simultaneously, one on drug addiction and the other on stress and motivation of teachers. There are complementary schools in La Boca, Argentina; Amparo, Brazil; Guatemala City, Guatemala; and one is starting in Colombia. The Amparo, Brazil school has a small zoo with birds and monkeys.

Brazil

About 22 years ago, a teacher began with the SSEHV in Sao Paulo and published two books which were adopted by elementary schools, educational departments, and universities in some of the main cities. The university in Curitiba-Parana wrote its own programme in SSEHV.

Lectures and workshops were given. Other universities adopted the books on SSEHV and Transformation referenced by many students in their theses. It is estimated that more than 3,000 teachers have been trained over the last 15 years. Twenty-three schools are using the SSEHV programme, for example, Projeto Aquarela with 183 children aged 7 to 14, and 20 teachers.

Centro de Apoio ao Menor 'O Visconde' are programmes in SSEHV for about 300 community children. The GPM Educational Nucleus Complementary School in Amparo, Brazil, has 5 to 15-year-old children who receive snacks and help with their homework. SSEHV classes include recycling, theatre, Brazilian martial art and dance, music, and manual work. The Amparo School offers transportation to the children, technical courses for adolescents aged 16 to 21 and adults, and basic courses in human values. Some of the Sathya Sai Schools run SSEHV activities for the community. In Goias, there are many weekend activities. In Ribeirao Preto, there are SSEHV painting classes on Saturdays.

In some Latin American countries schools have recently started using SSEHV. For example:

Chile

Two schools are using the SSEHV programme.



Brazil



Argentina

Mexico



Panama



Ecuador

Colombia

Five SSEHV programs are being run in the communities serving 210 children. Many local schools seek training in implementing SSEHV.

Guatemala

Two schools are using the SSEHV programme.

Mexico

There are various Sai Centres running SSEHV classes for the community, and in 1998-1999, 1,315 children were taught. One hundred and twenty-eight public and private schools are also using the SSEHV programme. This makes it the Latin America country with the largest number of schools using SSEHV.

El Salvador

Three community schools are using the SSEHV programme.

Peru

One school is using the SSEHV programme.

Panama

The SSEHV programme provides lessons to school children every month. The Government Detention Centre for children has also adopted the SSEHV programme.

The Dominican Republic

In La Vega, at the Community of Sandy, 100 children are being taught SSEHV. A camp was run in July 2006 and the children were taken to the mountains. They swam in the river and sang 'values' songs.

The SSEHV materials used there have been produced by the Sri Sathya Sai Organisations of Venezuela and Mexico, reflecting regional cultures and developed in local languages.

Uruguay

SSEHV activities for children began in 1991 in the Montevideo Sai Centre, and continued weekly until 2003. The response from the children in the eyes of the teachers was creative, enthusiastic, and helped the teachers to deepen their understanding of human values. Another programme for adolescents was created in 2002, with volunteers travelling once a month to a locality in the interior of the country to work with a group of young people. In 2003-2004, this programme was replicated in the Centre in Montevideo, once a month, for adolescents. Activities to take SSEHV into the educational area of the community began in

2003, and these activities continue to grow and develop. Many schools in the capital and in the interior of the country were visited and workshops and Powerpoint presentations were made.

Venezuela

Two schools are using the SSEHV programme. The SSEHV material used is produced by the Sathya Sai Organisations and is aligned with regional cultures and languages.

Barbados

UNICEF sponsored 1,500 copies of an SSEHV Teachers Handbook in 1991 that were given to all teachers in primary, secondary, and tertiary institutions (schools) providing for teacher training in conjunction with the Ministry of Education. Over the next three years more than 300 teachers were then trained in its use. The evaluation in 1994 was positive. The Prime Minister declared the year 2000 as the 'Year of Human Values.' In 2004, 54 more teachers were trained by the African Institute of Sathya Sai Education.

Sathya Sai Parenting and SSEHV for Parents

Parents may become aware of the human values programmes without attending

dedicated workshops. They may do this when they attend a meeting with the SSE or SSEHV teachers to discuss their child's progress or through the newsletters sent home from the Sathya Sai School. The community service that the children undertake has influenced some parents profoundly. In other cases, as the children become aware of human values, they expect their parents to be exemplars. For example, in the Philippines the children of the Sathya Sai School asked parents to watch less TV, and not to smoke or use abusive language. This is not an uncommon event.

There are various dedicated Sathya Sai parenting resources (Dhall and Dhall 1999, 1999a, 1999b; Bruce, 2001; Jareonsettasin, 1998). They are based on Sathya Sai Baba's teaching that the home is the fundamental spiritual training ground for addressing the ills of the society. They have the common aim of deepening self-awareness in the parents and giving them the skills that they often need to become creative in using their family dynamics to steadily increase the mental, emotional, and spiritual health of the family. One of these resources has been made into a structured programme for parents (Dhall and Dhall, 1999). This is currently used in several countries.

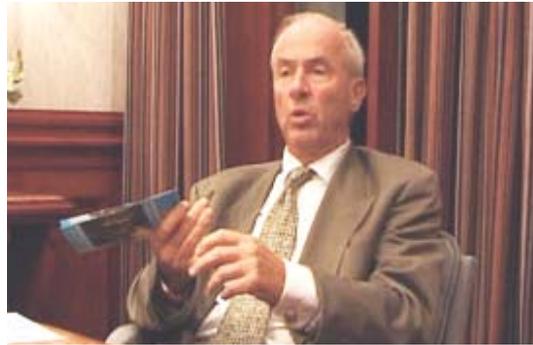


Mexico

INFORMAL EDUCATION PROGRAMMES

Multi-Media Resource: Radio Sai Global Harmony and Heart2Heart Website

The Sri Sathya Sai Organisation operates a dynamic multi-media resource website and satellite radio service called Heart2Heart/Radio Sai Global Harmony for the entire Organisation including Sri Sathya Sai Education Programmes. The website address is www.radiosai.org



Dr. Michael Nobel

If Swami's Message of Love could reach so far and wide by sheer word of mouth, how much farther would be the reach via a 24-hour radio service?

- Dr. Michael Nobel, Great grand nephew of Alfred Nobel

Chairman of The Appeal of Nobel Peace Laureate Foundation

The multi-media offering comprises a monthly electronic magazine Heart2Heart posted on the website; digital video clips of cultural events at Prasanthi Nilayam and discourses of Sri Sathya Sai Baba; and broadcasts over the Sai Radio Global Harmony, a satellite radio service. The radio service is broadcast via two Worldspace satellites with footprints over Asia, Africa, most of Europe, and the Middle East. Besides the two satellite radio services, Radio Sai Global Harmony provides streaming service on the Internet, especially for the benefit of listeners in the Americas, Scandinavia, Eastern Europe, Russia, Australia, and New Zealand.

Sathya Sai Education Programmes are just beginning to tap into the vast potential of this multi-media service to support teachers, parents, and students in SSE, SSEHV, and Sathya Sai School programmes around the world. The Heart2Heart site is supported by a dedicated full-time team to maintain the site and radio transmissions. Discussions are underway to develop fully the tremendous potential of the

website and radio broadcast to provide multiple support services for Sri Sathya Sai Education Programmes, including:

- audio, video, and text access to Sri Sathya Sai Baba's discourses on education
- teacher training in the integral education process
- teacher training to foster understanding human values and their integrated and inherent relationship to human spirituality, which is non-doctrinal and trans-religious
- student and teacher awareness sessions on the different religions of the world and their underlying unity so as to foster a feeling of the brotherhood of man and the Fatherhood of God
- stories for children, of admirable men and women from all cultures, languages, religions, and ethnicities that inspire by their example a life of values
- lectures on the integral education process and on the unity of the major religions



- cultural programmes performed at Prasanthi Nilayam and follow up articles in Heart2Heart e-magazine and radio broadcasts to support deeper understanding among teachers and students on the value, purpose, and meaning underlying cultural celebrations of the major religions
- cultural programmes illustrating unity in diversity
- articles and broadcasts about selected service projects for humanity carried out by the Sri Sathya Sai Organisation around the globe, so as to foster in students an orientation of service to society.

The Radio Sai Global Harmony and related websites, together with informative websites of the Sathya Sai Centres, Sathya Sai Schools, Sathya Sai Institutes and the Sri Sathya Sai Organisations make a rich source of educational material readily available from any computer with internet access.

Sri Sathya Sai Baba's Discourses and *Sanathana Sarathi*

Sanathana Sarathi is a monthly magazine published by Sri Sathya Sai Books and Publications Trust in Prasanthi Nilayam. This magazine is devoted to the moral and spiritual uplift of humanity through the five human values. *Sanathana Sarathi* gives Sri Sathya Sai Baba's latest discourses and has articles by eminent contributors, mostly educators. The collected discourses along with the whole range of spiritual books are available at the Sri Sathya Sai Books and Publications Trust Bookstore in Prasanthi Nilayam. The *Sanathana Sarathi* gives updated report and news from Sathya Sai Centres around the world on educational and humanitarian projects. This magazine is distributed to all the countries with Sathya Sai Centres and has a powerful role in motivating the devotees to commit themselves to a spiritual life based on Sri Sathya Sai Baba's teachings.

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